



# SPECIAL EDUCATION PROGRAMS

## MONTHLY SPECIAL EDUCATION DIRECTOR CALLS

October 15, 2019

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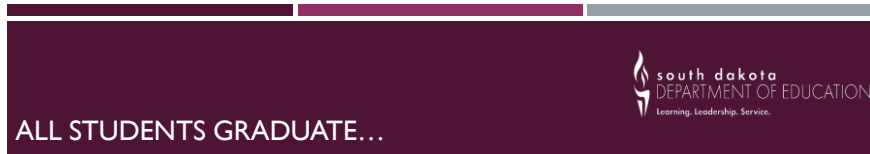
## AGENDA



- Accommodations
- Indicator 11/12 Updates
- BDI-2 Changes
- IEP Q
- Accountability

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COLLEGE



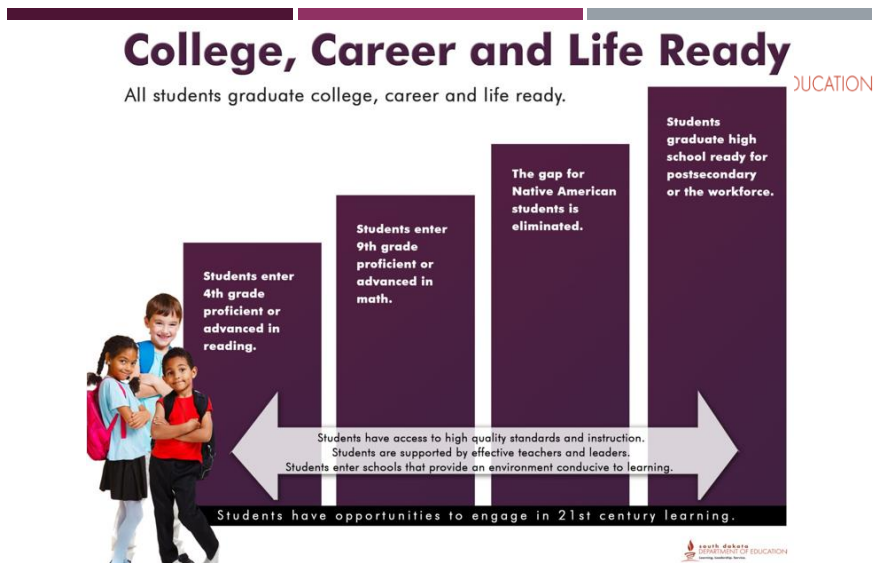
CAREER



LIFE READY

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# PROFICIENCY IN READING BY 4<sup>TH</sup> GRADE PROFICIENCY IN MATH BY 9<sup>TH</sup> GRADE

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TITLE

OCTOBER IS...



- ADHD Awareness Month
- Blindness Awareness Month
- Disability Employment Awareness Month
- Down Syndrome Awareness Month
- Dyslexia/Learning Disabilities Awareness Month
- Rett Syndrome Awareness Month

For a full month-by-month list visit:

<http://www.friendshipcircle.org/blog/wp-content/uploads/2017/01/Special-Needs-Awarenees-Calendar.pdf>

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## ACCOMMODATION TIP TEXT-TO-SPEECH OR READ ALOUD



### One or the other. NOT BOTH

#### Text-to-Speech

- When enabled, computer reads information to student
- Makes student more independent
- Earbuds or earphones needed
- Student can stay in classroom with rest of students

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#### Read Aloud

- Teacher reads what is on the computer screen to the student
- Provided by a certified teacher
- Must be trained with the Read Aloud training protocol
- Must be one-to-one in a separate setting
- Takes more time
- More of a security risk

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## ACCOMMODATION TIP TEXT-TO-SPEECH/READ ALOUD



#### Designated Support

- ELA – items
- ELA PT – all
- Math – all
- Science – all
- Only for those who need it
- Not for all students in the classroom
- May hinder not help

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#### Accommodation

- ELA – passages
- Should be very few in the state
- For a print disability
- Documented on the IEP
- Needed for daily instruction

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## ACCOMMODATIONS



- Accommodations for state assessment and interim assessments enabled at state level
  - Reading Passages (form needs to be completed)
  - Print on Demand (form needs to be completed)
  - Special Considerations (form needs to be completed)
  - Non-embedded accommodations (email sent to [Beth.Schultz@state.sd.us](mailto:Beth.Schultz@state.sd.us) with student name or SIMS and non-embedded accommodation needed)

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## ACCOMMODATION RESOURCES



- Accommodations and Supports PowerPoint - <https://doe.sd.gov/Assessment/documents/NewAssessment-0919.pdf>
- Supports and Accommodations for assessment documents - <https://doe.sd.gov/Assessment/SMARTERbalanced.aspx>
  - In the Designated Supports and Accommodation Information section

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## STUDENTS GRADUATE READY FOR POST-SECONDARY OR THE WORKFORCE

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## SCHOOL CLIMATE

STUDENTS ENTER SCHOOLS THAT ARE PROVIDE  
AN ENVIRONMENT CONDUCIVE TO LEARNING.

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## OCTOBER BEHAVIOR TIP POSITIVE PARENT COMMUNICATION



Principal Weaver from Liberty Elementary in Harrisburg

<https://www.keloland.com/news/eye-on-keloland/eye-on-keloland-good-news-call-of-the-day/>

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## EFFECTIVE TEACHERS AND LEADERS

STUDENTS ARE SUPPORTED BY EFFECTIVE TEACHERS AND LEADERS.

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## NORTHERN PLAINS LAW CONFERENCE MATERIALS



- If you were unable to attend the 2019 law conference and want access to the presenter materials please go to:  
<http://www.cvent.com/events/2019-northern-plains-law-conference-on-students-with-disabilities/event-summary-87c7c0442d294900ade25ead0c50c34a.aspx>
- Topics Include:
  - meaningful education
  - discipline and behavior
  - procedural safeguards
  - Homelessness
  - 504
  - parent requests for evaluations
  - health plans

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## IEP QUALITY WEBSITE TIP OF THE MONTH



### Consideration of grade-level standards

#### Questions to ask when prioritizing standards to address with an annual goal:

- Will the student use this standard's skills and knowledge in the long-range future?
- Will the knowledge and skills in this standard help the student in other academic areas?
- Does this standard provide readiness for the next level of instruction in coming years?

(\*Adapted from Ainsworth, L. (2003) Power Standards: Identifying the Standards that Matter the Most. Advanced Learning Press, CO.)

## IEP QUALITY WEBSITE TIP OF THE MONTH



### Example: K.RL.1

- **K** is the grade level (Kindergarten)
- **RL** is the strand code indicating Reading Standard for Literature
- **1** is the number within the College and Career Readiness Anchor Standards for Reading
- **Key Ideas and Details** corresponds to the CCR anchor standards

### Standards Code

Kindergartners:	
Grade Level	<b>K</b> .RL.1 With prompting and support, ask and answer questions about key details in a text.
Strand (Code)	<b>RL</b> .2 With prompting and support, retell familiar stories, including key details.
CCR Standard Number	<b>1</b> With prompting and support, describe characters, settings, and major events in a story.

CCR Anchor Standard (CCR)

Grade Level Objective

## IEP QUALITY WEBSITE TIP OF THE MONTH



1

**TOOLBOX**  
 Contains goal assistant links, reference charts, IEP planning sheets and many other resources to assist in the writing of and implementation of an IEP.

→

2

**Academic Goal Assistant**

→

3

show examples

Student:  change

Show All Standards write goal

English Language Arts

Reading: Literature Aligned Standards

- ☐ Key Ideas and Details
  - ☐ RL K.1 - With prompting and support, ask and answer questions about key details in a text.
  - ☐ RL K.2 - With prompting and support, retell familiar stories, including key details.
  - ☐ RL K.3 - With prompting and support, identify characters, settings, and major events in a story.
- ☐ Craft and Structure 3
- ☐ Integration of Knowledge and Ideas 2
- ☐ Range of Reading and Level of Text Complexity 1

**Goal Assistant Help Videos:** [https://sd.iepq.org/teacher\\_help](https://sd.iepq.org/teacher_help)

## IEP QUALITY WEBSITE TIP OF THE MONTH



NOTE: Consider the academic content and concepts to be learned (nouns) of the grade-level standard, not the curriculum.

EXAMPLE: In this single standard there are 6 concepts (**bold**):

Standard 4.NBT.5 - Multiply a **whole number** of up to four digits by a one-digit whole number, and multiply two **two-digit numbers**, using strategies based on **place value** and the **properties of operations**. Illustrate and explain the calculation by using **equations, rectangular arrays, and/or area models**.



## IEP QUALITY WEBSITE TIP OF THE MONTH



How do the skills relate to the strengths and needs of the student?

Standard 4.NBT.5 - Multiply a **whole number** of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on **place value** and the **properties of operations**. Illustrate and explain the calculation by using **equations, rectangular arrays, and/or area models**.

Student	Annual Goal Focus	Rationale (based on skill-based assessments and student work)
Student A	Place Value	<ul style="list-style-type: none"> <li>- Important skill when looking at future concepts in math.</li> <li>- Student has grasp of underlying skills needed to work on this.</li> </ul>
Student B	Group Whole Numbers	<ul style="list-style-type: none"> <li>- Student lacking related foundational skills.</li> <li>- Mastering this will lead to single digit multiplication.</li> </ul>
Student C	Identify Whole Numbers	<ul style="list-style-type: none"> <li>- Student cannot identify or name whole numbers.</li> <li>- Related skill concept for this standard.</li> </ul>

## IEP QUALITY WEBSITE TIP OF THE MONTH



home toolbox student scenarios resource library myIEP-Q sddoe help

Home > Consideration of Standards

Evaluation & Reevaluation  
Transition  
Present Levels of Academic Achievement & Functional Performance  
**Goals and Objectives/Benchmarks**  
    Consideration of Standards  
        Measurable Annual Goal  
        Procedure (tools) / Reporting to Parents  
        Short-term Objectives / Benchmarks  
        Progress Codes / Comments  
Common Core State Standards

### Consideration of Standards

**Note:**  
This page mirrors the steps in our Goal Assistant programs in many ways. We suggest that you use these in conjunction with the Goal Assistants until the process becomes intuitive.

Academic Goal Assistant Functional Goal Assistant Transition Goal Assistant

### Standards-Aligned Goals and Objectives: Why do we care?

Both IDEA 2004 and the ESEA (NCLB) require that students with IEPs participate in state standardized assessments designed to measure progress in the general education curriculum that is aligned to the state's Academic Standards.

**INFORMATION AT: [HTTPS://SD.IEPQ.ORG](https://sd.iepq.org)**  
[HTTPS://SD.IEPQ.ORG/HELP-TOPICS-BOOK/CONSIDERATION-STANDARDS](https://sd.iepq.org/help-topics-book/consideration-standards)

Email Brandi Gerry  
[brandi.gerry@state.sd.us](mailto:brandi.gerry@state.sd.us)  
for access to IEPQ.



## DATA

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## UPDATE INDICATOR 11 AND 12



- SEP is turning on the “upload” feature in Indicator 11 and 12 again starting 2019-2020 reporting period.
  - You will need to use the excel spreadsheets provided to you located at <https://doe.sd.gov/sped/documents/Ind11-Initial-Eval.xlsx>.
    - NOTE:** Indicator 12 current spreadsheet has not been uploaded and will be available by October 18<sup>th</sup>
  - You will still have the option to enter students manually throughout the year
  - Utilize the reporting guides to determine which students are reported and when
- Indicator 12 column wording changes
  - From Date IEP was Developed (old) to Date IEP Implemented (new)
  - Date IEP Goes Into Effect (old) to Date Services Begin (new)
- You can now begin entering your 19-20 data
- District Calendar can also be uploaded on the 19-20 Calendar Link

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## BDI-2 Data Changes



- ❖ Hierarchy Organizations
  - ❖ Districts are divided by 2 groups
    1. Active which is by name of “district”
    2. Inactive “district”
      - ❖ Example: Pierre and Inactive Pierre
      - ❖ All schools in that district are either located in active or inactive
      - ❖ When adding a new student, be sure to assign them to appropriate group

## BDI-2 Reminders

- ❖ Before adding student information and/or scores into the BDI-2, make sure there are no duplicate records for that student
- ❖ Include SIMS number, if available, under the “Child ID”
- ❖ Enter Program Note appropriate for assessment

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<https://doe.sd.gov/sped/documents/0819-BDImanual.pdf>  
<https://doe.sd.gov/sped/documents/QA-Battelle.pdf>



Part B (Ages 3–5) Data Point Options	
Options	Definitions
Part B Entry	The assessment represents the child's status on ENTRY into the preschool Special Education program.
Part B Exit	The assessment represents the child's status on EXIT from the preschool Special Education program.
Transition	The child is aging out of Part C and determined eligible for Part B.
0: Ineligible OR Parents Decline	The child was determined <b>ineligible</b> for services and will not be receiving services through the preschool Special Education program - <b>OR</b> - The child is <b>eligible</b> , and parents <b>decline services</b> .
1: Other—Not for Child Outcomes	The assessment was conducted for a purpose unrelated to providing entry or exit data for the South Dakota Child Outcomes Measurement Reporting. Example: The assessment was conducted as a part of ongoing progress monitoring or student did not receive 6 months of services.

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Questions about BDI-2: [jodi.berscheid@state.sd.us](mailto:jodi.berscheid@state.sd.us)

## CHILD COUNT REMINDERS



- To Prepare:
  - Pull data from Infinite Campus and begin reviewing
  - Make corrections in campus prior to December 2<sup>nd</sup>
  - Due to Dec 1 being on a Sunday and the Thanksgiving holiday, IEP's must be in effect by Thursday November 27<sup>th</sup> in order for the student to be counted on child count.
- Timelines for 2019
  - Districts begin uploading December 2<sup>nd</sup>
  - Child count must be submitted by Jan. 10<sup>th</sup>, 2020
  - Final Certification by February 7<sup>th</sup>, 2020
- Upcoming training and information
  - November 14<sup>th</sup> – New Special Education Directors Webinar: Child Count Basics
  - November 19<sup>th</sup> – Monthly Sped Director Call: Child Count Submission Information
  - <https://doe.sd.gov/ofm/data-childcount.aspx>

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## ACCOUNTABILITY

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## HOW TO DOCUMENT SUPPORTS IN INFINITE CAMPUS IEP



First: Go to services

Print New Service Provided

**Plan Outline sdIEP19**

- IEP Information
- Enrollment Status
- Student Demographics
- Parent/Guardian Information
- Team Meeting
- Present Levels of Performance
- Transition Postsecondary Goals
- Transition Course of Study
- Transition Services/Activities
- Goals and Objectives
- Accommodations
- Special Factors
- Assessment
- Services**
- Least Restrictive Environment
- Extended School Year

Second: Select other and enter support information

**Services Editor**

\*Service: Other  
Service Provider: Other  
Service Position: Other  
Location: general education  
\*Start Date: 10/07/2019  
\*End Date: 10/06/2020  
☐ ESY Service

**Minutes per session**  
\*direct: 240  
\*indirect: 0

**Session frequency**  
\*# sessions per week: 5  
\*Service Frequency: week

Comments:  
Paraprofessional will provide student with accommodation supports in the general education setting for English Language Arts, Science, Geography, and Pre-Algebra.

Third: It will appear under special education and related services section.

# ANNUAL MEETING DATE



Meeting Date	5 day Prior Notice Requirement	Date Services Begin	Annual Review Date
9-2-12	9-7-12	9-7-12	9-2-13
9-1-13	9-6-13	9-17-13	9-1-14

- Annual review date is one year from the date of the meeting.
- It is not one year from the effective IEP date.
- 24:05:27:08. Yearly review and revision of individual educational programs.** Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. **An IEP team meeting must be held for this purpose annually.** The review shall be conducted to determine whether the annual goals for the student are being achieved. The individualized education program shall be revised, as appropriate, to address: any lack of expected progress toward the annual goals and in the general curriculum, if appropriate; the results of any reevaluation conducted; information about the student provided to, or by, the parents; the student's anticipated needs; or other matters.

The example in the IEP TA Guide:  
**Do Not Exceed the Annual Review Date**

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South Dakota Internal Review Collection Form					Type: Y (Compliance), N (Error), N/A (Not applicable, not an option)	Y	N	N/A	Section Percentage
School District:	School Name:	School Year:	Date of Review:	Staff Reviewed:	Notes/Findings:				
Student Name:	SIMS Number:	Date of Birth:	Disability Code:	Reviewer Name:					
Current IEP Date:	Current Eval Date:	Age:	Grade:	Initial or Reeval:					
Subsection Title and Corresponding ARSD Links		Yellow boxes are prompts for information.		<input checked="" type="checkbox"/> Use checkboxes to help record findings.	Unfilled space and/or clarifying information.	Be sure to mark only one box per row.		"N/A" may be appropriate for certain sections.	
Record of Access						Y	N	N/A	N/A
Record of Access (24-05-29-15)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Referral						Y	N	N/A	N/A
Date of referral: <small>(The top two spaces are available to type in.)</small>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
List all areas of referral:						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Referral Document (Initial only) (24-05-24-01)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<small>If referral can not be found and is older than three years, N/A is appropriate.</small>									
Initial Placement						Y	N	N/A	N/A
Consent Signed for Initial Placement into Special Education (24-05-27-04-01)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date Signed: <small>(The Consent Signed for Initial Placement into Special Education form is a separate document. In the past, it may have been found at the end of the IEP.)</small>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluation						Y	N	N/A	N/A

## RESULTS DRIVEN ACCOUNTABILITY (RDA) COMPONENT

### INTERNAL REVIEW DOCUMENT

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## INTERNAL REVIEW DOCUMENT



- One of the Results Driven Accountability goals is to ensure compliance while improving results.
- State has developed the Internal Review (IR) Document that will allow teachers to complete a self-assessment, at minimum one file per year, for compliance.
- It is an internal self-assessment. Data will aggregate up to the district level to identify areas of professional development for district staff.
- Examples of IR document can be accessed at <https://doe.sd.gov/sped/accountability.aspx> under the District Accountability Process

District Accountability Process	
	<ul style="list-style-type: none"> <li>• District Accountability Process (2/25/2019)</li> <li>• District Comprehensive Plan Template</li> <li>• District Internal Review Document (8/2019)</li> <li>• Principal Interview (Sept. 2018)</li> <li>• Internal Review Document Portrait (March 2019)</li> <li>• Internal Review Document Landscape (March 2019)</li> </ul>

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## INTERNAL REVIEW: PD



- Internal Review document will be completed by each case manager per year. The data then will aggregate up to a district level. This may be different for large districts.
- Aggregated data will assist the district in identifying the professional development (PD) area their staff has identified as a concern within IEP development.
- Only information the state will collect from this process is the professional development area.

Evaluation	Eligibility for SLD	Meeting Notice	IEP Cover	Individual Education Plan				
				Present Levels	Special Factors	Transition	Related Services	LRE

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## INTERNAL REVIEW: IMPLEMENTATION

- Once full implementation for this component goes into effect, **ALL** public districts will be required to participate.
- Level 3 districts will have an assigned RDA coach to lead them through the process.
- Level 2 and 1 districts will be on their own to complete it.



When will full implementation for the IR document occur?

- State does not have an implementation date for Level 2 and 1 currently.
- Document must be fully accessible to districts in a user friendly version.
- Use on I-Pad, large district use, technical assistance, etc...

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## TEACHER OR DISTRICT SHARING

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# Next Sped Directors LiveMeeting

~ NOVEMBER 19, 2019

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